

DOCUMENT RESUME

ED 096 465

CE 002 076

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TITLE Medical Typewriting; Business Education: 7705.32.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 72
NOTE 34p.; An Authorized Course of Instruction for the
Quinmester Program

EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE
DESCRIPTORS *Business Education; Business Skills; Course Content;
*Curriculum Guides; Health Occupations Education; Job
Skills; *Medical Record Technicians; Medical
Vocabulary; Performance Criteria; *Recordkeeping;
Resource Materials; Secondary Grades; Technical
Education; Typists; *Vocational Education
IDENTIFIERS Florida; *Quinmester Program

ABSTRACT

This guide describes a course designed to prepare students for employment as medical records clerks capable of handling all types of medical forms and reports, and using and spelling medical terminology correctly. The need for medical typists is critical. The guide contains enrollment guidelines, performance objectives (i.e., type medical materials from rough draft tapes or records and correct errors, in a given time limit, with 100 percent accuracy), course content (skill building, terminology, report and forms typing, transcription, English usage), strategies, learning activities, evaluative instruments, and teacher and student resources. Appendixes include evaluative instruments, medical abbreviations, sample hospital forms, medical interoffice memorandums, and medical words test. (NH)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**

U.S. DEPARTMENT OF HEALTH,
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MEDICAL TYPEWRITING

Business Education—7705.32 (New: 7766.32)

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

CE002076

MEDICAL TYPEWRITING

7705.32 (New: 7766.32)

Business Education

Written by Amy P. Schull

And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

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Published by the Dade County School Board

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I. COURSE TITLE—MEDICAL TYPEWRITING

II. COURSE NUMBER—7705.32 (New: 7766.32)

III. COURSE DESCRIPTION

A. Synopsis

A course designed for the student who is interested in seeking employment as a medical records clerk in a medical office or a hospital. The course includes instruction that will enable the student to prepare all types of medical forms and reports, spell and use medical terminology correctly, and transfer medical information from one form to another.

B. Textbook

One or more of the state adopted textbooks for senior high typing or one of the department's choosing.

C. Vocational Outlook

The need for medical typists is critical. The typist may find employment in individual doctor's offices and in hospitals. Insurance firms also hire typists with medical backgrounds.

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed

All students enrolled in Medical Typewriting should have attained the objectives of Advanced Clerical Typewriting (7705.21) prior to enrollment in this course.

B. Pretest

A sample pretest is included in the Appendix of this outline. Due to the specialized nature of this course, the pretest could not be used as a device to determine placement into a more advanced course. Instead, it should be designed to determine individual strengths and weaknesses in order to place a student on learning activities appropriate for his/her level of ability.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon completion of the course, the student will be able to—

1. type straight copy medical material at the minimum rate of 40 gross words a minute for five minutes with a maximum of one error a minute;
2. type medical materials from rough draft tapes or records, correcting errors in a given time with 100 percent accuracy;
3. compose and type within 30 minutes a reply to a medical inquiry following a doctor's instructions, using a given style of letter, correcting all errors, and making one carbon copy;

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

4. type the following medical forms within 60 minutes, correcting all errors: a 100-word memorandum, a 150-word report, a medical insurance form, and a patient identification card;
5. prepare a spirit (fluid) master and an offset master of a medical diagram accompanied by a brief description;
6. type from a one-minute direct medical dictation given by the teacher at a minimum of 40 gross words a minute with no more than one error;
7. transcribe a machine dictated prognosis or medical report of not more than 150 words at a minimum rate of 30 words a minute with all errors corrected;
8. spell 50 given medical terms accurately and write the abbreviations for these terms; and
9. recognize various medical forms and know which form is required for at least four given situations.

VI. COURSE CONTENT

- A. Equipment and Supplies—Same as Advanced Clerical Typewriting
- B. Skill Building
 1. Timed writings
 - a. Sentence, paragraph, straight copy drills
 - (1) Speed
 - (2) Accuracy
 - b. Rough draft drills
 2. Reinforcement drills
 - a. Balanced hand drills
 - b. One-hand drills
 - c. Long word drills
 - d. Shift key drills
 - e. Figure and symbol drills
- C. Medical Terminology
 1. Vocabulary training for familiarity
 2. Spelling drills
 3. Typing problems
- D. Report Typing
 1. Operative reports
 2. X-ray examination reports
 3. Discharge summary
 4. Pathology reports
 5. Research reports and reviews

VI. COURSE CONTENT, Continued

- E. Forms Typing
 - 1. Typing techniques
 - a. Alignment drills
 - b. Typing in specific areas (space limitations)
 - 2. Form recognition
 - a. Proper form for specific report
 - b. Procedure for typing forms
 - 3. Problem solving
- F. Medical Transcription (from Machines)
- G. Miscellaneous Related Typing
 - 1. Medical letters
 - 2. Patient identification cards
 - 3. Master copies for reproduction
 - 4. Memorandums and reports
 - 5. Statements—billing
 - 6. Insurance forms
- H. English Usage and Grammar Drills
 - 1. Punctuation and capitalization drills
 - 2. Word division drills
 - 3. English usage drills
- I. Acceptability Standards
 - 1. Rough draft drills
 - 2. Proofreading drills
 - 3. Correction practice drills
 - a. Erasures
 - b. Correction tape
 - c. Correction fluid

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

A. Course Strategy and Method

Individualized instruction may be employed in a simulated medical office. This method is recommended in order for the students to become proficient in this very specialized occupation.

Reinforcement through technique improvement drills, timed writings, demonstrations, practice sessions, performance and/or written tests, and problem solving is suggested. Introduction of medical terminology should be followed by jobs or assignments in which these words are put to practical use.

The student should be permitted to work at his own rate with minimums established and to take as long as needed to attain sufficient competency for employment.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

B. Skill Building

1. Speed drills

Timed writings should be given on a regular basis so that the student will maintain the skill he has previously acquired. Paragraphs, sentences, and five-minute writings on straight copy material as well as medical material should be utilized.

2. Reinforcement drills

Work should be analyzed and proper drills should be offered to correct individual problems in typing techniques.

C. Medical Terminology

1. Vocabulary training

The student should be introduced to the most commonly used medical terms. Abbreviations, which are most commonly used, should be a part of these drills. When teaching prefixes and suffixes, care should be taken to emphasize the importance of accuracy. The student should be encouraged to use a good medical dictionary when typing.

2. Spelling drills

After the student has drilled on the proper spelling of terms, quizzes should be administered on these terms. Samples can be found in the Appendix.

3. Typing drills

Conditioning practice or warm-up drills should contain difficult terms which the student will type such as the following:

allergic angina arthritis asafetida astigmatism bronchial
caffeine cerebral chiropodist chloroform cholera cocaine
delirium tremens diabetes digitalis diphtheria eczema febrile

D. Report Typing

Medical reports should be typed as straight copy material. The rules for manuscript typing should be reviewed and practice material should be presented to reinforce the student's skill in this form of typing.

The student should be given an opportunity to type many different types of reports as well as case histories so that the acceptable form becomes familiar to him. Difficult words should be pre-viewed and explained. Hopefully, this will help the student type the material with greater accuracy and speed.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

Printed material and correlated tapes are available for use. Practice in typing from the printed copy should make typing from the tapes easier for the student. It might be helpful if the student begins working with the tapes and has the printed copy in front of him.

1. Operative reports usually contain these headings:
PREOPERATIVE DIAGNOSIS:
OPERATION:
INDICATIONS:
FINDINGS:
PROCEDURE:
2. Xray examination reports contain side headings such as the following:
SKULL:
CHEST:
ABDOMEN:
IMPRESSIONS:
FOLLOW-UP:
IMPRESSIONS:
3. Discharge summary reports contain side headings such as the following:
HISTORY OF PRESENT ILLNESS:
PHYSICAL EXAMINATIONS:
LABORATORY:
HOSPITAL COURSE:
DISCHARGE:
4. Pathology reports contain side headings such as the following:
TISSUE INVOLVED:
CLINICAL IMPRESSION:
GROSS DESCRIPTION:
DIAGNOSIS:
5. Research reports and reviews are usually typed in standard form. Material should be double spaced with one-inch side margins; one-inch top and bottom margins should be observed with the exception of the first page which has a two-inch top margin.

E. Form Typing

1. Typing techniques
 - a. Alignment drills
The student should be familiar with proper techniques before he types actual forms. Some of the drills which can be utilized can be found in the Appendix.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

b. Typing in specific areas (space limitations)

The student should be given practice in typing material in a given area. A form should be prepared and distributed to the students. A problem should be presented to the student. He should be instructed to eliminate all unnecessary words in typing the material. An example is as follows:

Coronary occlusion; generalized arteriosclerosis;
cardio-vascular accident

2. Form recognition

The student should become familiar with the various forms that he will be using. Drills should be given that will aid in ascertaining when a specific form is called for when a problem arises. For example: A problem should be given to the student and he should be asked to fill out the proper form. He should have been thoroughly briefed on the use of each form so that given three or four different forms he will be able to select the proper one and fill it out correctly from available information.

3. Procedure

After practicing the various techniques and becoming familiar with the many forms, the student should be given actual practice in filling out these forms in order to build speed and accuracy.

F. Medical Transcription

The student should have an opportunity to type from transcribing machines. If correlated material is available, the student should type first from printed material, next from printed copy and tapes simultaneously, and last from tapes alone. If transcribing machines are not available, the teacher can do the dictating from printed material. She may also make use of shorthand transcription material which may be available. It is important that the student get some experience with this type of transcription since this skill will make the typist more employable.

Note: If the teacher dictates material for immediate typing, the following procedure should be followed:

1. The student should be told the type and quantity of material which is to be dictated so that margins can be set.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

2. Difficult and unfamiliar words should be previewed during the learning period but not in a testing situation.
3. The student should be instructed to listen until the entire phrase has been dictated before beginning to type. If a student needs the material repeated, he should raise his hand. The teacher must watch carefully for the signal. When the typing stops, she should announce that the phrase is being repeated. The phrase should then be repeated and time allowed to type it. (Do not use this step in testing.)
4. Dictation should be slow at first with a gradual increase in speed as the students become accustomed to listening.

G. Miscellaneous Related Typing

1. Medical letters
A review of letter styles is desirable. Letters containing medical terminology are available for practice purposes.
2. Patient identification cards
Hospitals and physicians' offices use patient identification cards. The student should become familiar with the information required on such a card. Most hospitals and some physicians use a printed card or form; however, others use a blank card for this very necessary information.
3. Master copies for reproduction
Students should have drills in typing fluid and offset masters and stencils that include simple medical diagrams. The medical typist will have many occasions when this skill will be required.
4. Memorandum typing
Some production typing in this area should be offered (emphasis on medical memorandums).
5. Statements—billing
Review and production typing in this area is essential to the typist who seeks employment in a physician's office.
6. Insurance forms
Actual or simulated forms for insurance claims should be provided so that students can become familiar with completing the forms with medical terminology.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

H. Field Trips

Trips to offices where medical typing is used and presentations by guest speakers (familiar with this field of work) can be successful adjuncts in the student's training.

I. English Usage and Grammar Drills

1. Punctuation and capitalization drills

Rules as well as drills can be found in most typing texts for a review of proper punctuation skills. Capitalization drills are also available. The teacher can also prepare material containing medical terminology, omit all punctuation and capitalization, and have the student proofread and type the material correctly.

The following sentences are suggested:

laboratory determinations including sts fbs and cbc were all within normal limits

Laboratory Determinations, including STS, FBS, and CBC, were all within normal limits.

the patient was discharged on june 15 and is to return to the outpatient clinic in approximately 1 month for followup

The patient was discharged on June 15 and is to return to the Outpatient Clinic in approximately one month for follow-up.

2. Word division drills

Rules for word division should be reviewed. Medical terminology can be offered to the student for word division drill such as these:

Electrocardiogram
Congestive
Cerebral
Gastro-intestinal

Electro/cardio/gram
Con/ges/tive
Cere/bral
Gastro-intestinal

3. English usage drills

The student should review in the area of word usage. On occasion he may be called upon to make additions and/or corrections in the material he is typing. It may be necessary to delete unnecessary words so that a description will fit a given space on forms. The student should be able to differentiate between important and unimportant words.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

J. Acceptability Standards

Accuracy is a "must" in medical typing and the student should have drill in correcting rough draft material emphasizing absolute perfection.

The student should be encouraged to correct all errors he makes. He should strive for accuracy at all times; however, credit may be given for perfect copy as opposed to corrected copy.

VIII. EVALUATIVE INSTRUMENTS

A. Tests

Suggested items for tests may be found in the sample evaluative instruments in the Appendix.

The pretest and posttest should include all of the following types of test items. The interim tests may be limited to one or more of the types depending upon the purpose of the testing.

Ideally, all tests are administered to an individual student at proper points in his progress.

TYPE	PURPOSE
Fundamental Skills Test	To determine if students have developed the basic skills necessary for production typing of medical forms, reports, letters, and envelopes.
Machine Transcription Test	To determine the student's ability to type medical reports and letters from information dictated on a belt or cartridge transcriber.
Direct Dictation Test	To measure the speed and accuracy of the student in typing from medical dictation given by the teacher at a minimum rate of 40 gross words a minute.
Medical Forms Test	To determine whether the student can type various medical forms in the correct manner with all errors corrected.
Composition Test	To determine the student's ability to compose and type a reply to a medical inquiry following given instructions.

VIII. EVALUATIVE INSTRUMENTS, Continued

TYPE	PURPOSE
Objective Test	To use as a learning aid to check and reinforce the student's understanding of medical terminology, abbreviations, etc.
Production Timed Writing	To measure the speed and degree of accuracy of the student in typing medical forms, reports, memorandums, letters, and envelopes.

B. Grading

There is no "one" method of grading that is best. It is suggested, however, that there be consistency in grading throughout the course.

All production work should be evaluated on the basis of its relationship to the standards included in the objectives. In scoring production tests, it is recommended that Net Production Rate a Minute (Net PRAM) be used. In order to compute the Net PRAM, follow these steps:

1. Determine the total words typed
 - a. Count all words typed in the problems
 - b. Subtract 10 for each uncorrected error
2. Divide this amount by the time of the test

Scores may be placed in rank order and letter grades assigned, using the minimums stated in the objectives as the minimum skills for a passing grade.

IX. RESOURCES FOR STUDENTS

A. Textbooks

One or more of the state adopted typewriting textbooks.

Altholz, Gertrude. Modern Typewriting Practice, 3rd ed. New York: Pitman Publishing Corporation, 1962.

Beaumont, Lee R.; Dye, F.H.; and Johnson, R.D. Typewriting Speed/Control Builders. Cincinnati: South-Western Publishing Co., 1972.

Richardson, Nina K. Type with One Hand, 2nd ed. Cincinnati: South-Western Publishing Co., 1971.

IX. RESOURCES FOR STUDENTS, Continued

A. Textbooks, Continued

Root, Kathleen Berger and Byers, Edward E. Medical Typing Practice, 2nd ed. New York: Gregg Division of McGraw-Hill Book Co., 1967.

Rosen, Steve; Cleary, Joseph B.; and Alt, A. Arthur. Practical Office Typewriting. New York: Pitman Publishing Corporation, 1969. (Supplies kit available for one semester's work)

Siegfried, Walter R. Typing Medical Forms. New York: Gregg Division of McGraw-Hill Book Co., 1969.

Stokes, Paul A. Today's Typing, 5th ed. Bethesda, Md.: Global Publishing Co., Inc., 1968. (paperback)

B. Drill Books, Workbooks, and Practice Sets (Refer to catalogs for current issues.)

One or more of the workbooks that are correlated with the student textbooks are available from the respective publishing companies.

Blenden, Edward G. and Nalepa, Barbara H. Quick Survey Course in Forms Typing. New York: Gregg Division of McGraw-Hill Book Co., 1968.

Bowman, Wallace B. Business Letter Typing. Cincinnati: South-Western Publishing Co., 1965.

Frisch, Handal. Applied Office Typewriting, 3rd ed. (text-workbook). New York: Gregg Division of McGraw-Hill Book Co., 1969.

Grubbs, Robert L. and Weaver, David H. Typing Improvement Practice, either electric or manual edition. New York: Gregg Division of McGraw-Hill Book Co., 1972. (May be used with Gregg pacesetter.)

Grubbs, Robert L. and White, James L. Sustained Timed Writings, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1971.

Hansen, Beatrice E. Progressive Typing Speed Practice, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1968.

Liles, Parker; Brendel, Leroy A.; and Krause, Ruthetta. Typing Mailable Letters, 2nd ed. New York: Gregg Division of McGraw-Hill Book Co., 1969.

IX. RESOURCES FOR STUDENTS, Continued

B. Drill Books, Workbooks, and Practice Sets, Continued

Lloyd, Alan C.; Rowe, John L.; and Winger, Fred E. Typing Power Drills, 2nd ed. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Palmer, Harold O. and Agnew, Allen M. Triple-Controlled Timed Writings. Cincinnati: South-Western Publishing Co., 1970.

Rahe, Harves. Business Letters for Typing, 3rd ed. New York: Pitman Publishing Corporation, 1969.

Rowe, John L. and Etier, Faborn. Typewriting Drills for Speed and Accuracy, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1966.

Sass, Esther. Advanced Typing Projects. New York: Pitman Publishing Corporation, 1961.

Thompson, James M. Typewriting Timed Writings with Selected Drills, 3rd ed. Cincinnati: South-Western Publishing Co., 1968.

Winger, Fred E. and Weaver, David H. Gregg Tailored Timings (electric or manual editions). New York: Gregg Division of McGraw-Hill Book Co., 1971. (May be used with Gregg pacesetter.)

Wood, Marion and House, Clifford R. Vocational Forms Typing 1-15. (text-workbook) New York: Gregg Division of McGraw-Hill Book Co., 1972.

C. Reference Manuals (in addition to dictionaries and encyclopedias)

Abbreviations for Use with ZIP Codes. United States Postal Service, Washington, D. C., 1967.

Bredow, Miriam. Handbook for the Medical Secretary, 4th ed. New York: Gregg Division of McGraw-Hill Book Co., 1969.

Byers, Edward E. 10,000 Medical Words. New York: Gregg Division of McGraw-Hill Book Co., 1964.

Dougherty, Margaret M.; Fitzgerald, Julia H.; and Bolander, Donald O. Instant Spelling Dictionary, 3rd ed. Mundelein, Illinois: Career Institute, 1967.

Gavin, Ruth E. and Sabin, William A. Reference Manual for Stenographers and Typists, 4th ed. New York: Gregg Division of McGraw-Hill Book Co., 1970.

IX. RESOURCES FOR STUDENTS, Continued

C. Reference Manuals, Continued

Guide for Typing Term Papers and Reports. A. (11pp.—75¢;
No. T-4) Teaching Aids Incorporated, Post Office Box 3527,
Long Beach, CA 90803.

House, Clifford R. and Koebele, Apollonia M. Reference Manual
for Office Personnel, 5th ed. Cincinnati: South-Western
Publishing Co., 1970.

House, Clifford R. and Skurow, Samuel. Typewriting Style Manual
(correlated with 20th Century Typewriting, 9th ed.)
Cincinnati: South-Western Publishing Co., 1968.

How to Spell It. Sperry Rand Corporation, 1340 West Flagler
Street, Miami, Florida, 1967.

Hutchinson, Lois Irene. Standard Handbook for Secretaries,
8th ed. New York: Gregg Division of McGraw-Hill Book Co.,
1969.

Leslie, Louis A. 20,000 Words, 6th ed. New York: Gregg Division
of McGraw-Hill Book Co., 1971.

Silverthorn, J. E. and Perry, Devern J. Word Division Manual,
2nd ed. Cincinnati: South-Western Publishing Co., 1970.

Tips to Typists. Smith-Corona, 3850 Biscayne Boulevard, Miami,
1967.

25 Typing Shortcuts. Sperry Rand Corporation, 1340 West Flagler
Street, Miami, 1967.

D. Learning Activity Packages

A. B. Dick Mimeograph and Spirit Duplicator Supplies Selector.
A. B. Dick Co., Inc., 3535 N. W. Seventh Street, Miami,
FL 33125 (phone: 649-1771)

How to Make Ditto Direct Process Masters. Ditto Division of
Bell and Howell Co., 3100 N. W. Seventh Street, Miami,
FL 33125 (phone: 642-2022)

E. Audiotapes (reel-to-reel and cassette), Records, and Transcriber
Belts

Classroom teachers should prepare additional tapes to assist
individual students.

IX. RESOURCES FOR STUDENTS, Continued

E. Audiotapes (reel-to-reel and cassette), Records, and Transcriber Belts, Continued

Hadley, Anne. Medical Secretary as a Word Technician. (4 tapes, transcript). Western Tape, Box 69, 2273 Old Middlefield Way, Mountain View, CA 94040.

Hadley, Anne. Medical Terminology in 30 Days. (6 tapes, teacher and student reference guide). Western Tape, Box 69, 2273 Old Middlefield Way, Mountain View, CA 94040.

Musical Typing Records (swing arrangements), 20 to 50 wpm; four 45-rpm records, \$4.60 (Set 99). Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

Rhythm Set, 16-60 Series; 33 1/3 rpm. Set 1 (6 records), \$28; Set 2 (6 records), \$28; complete set, \$51. New York: Gregg Division of McGraw-Hill Book Co.

Root, Kathleen B. and Byers, Edward E. Gregg Text-Tapes for Medical Dictation and Transcription. New York: Gregg Division of McGraw-Hill Book Co., 1961.

Terminology and Transcription for the Medical Secretary. (Order No. 1163866) Available locally from the Office Products Division of IBM Corporation. It includes 39 predicated 4" belts, of which 3 are test belts, 39 index slips, student workbook, student handbook, instructor's guide, and two belt containers.

Wood, Merle. Tapes for Timed Writings. Instructions and intervals are recorded. Each tape is \$10 or complete set, \$40. Western Tape, Box 69, 2273 Old Middlefield Way, Mountain View, CA 94040.

Tape 4—10 five-minute timings
Tape 5—1, 2, and 3-minute timings

X. RESOURCES FOR TEACHERS

A. Books

Teacher's editions, manuals, test booklets, and/or solutions for most of the books listed in Student Resources are available from the publishers.

Bredow, Miriam. Medical Secretarial Procedures, 5th ed. New York: Gregg Division of McGraw-Hill Book Co., 1966.

Crawford, Thomas James. The Effect of Emphasizing Production Typewriting Contrasted with Speed Typewriting in Developing Production Typewriting Ability. Monograph 97. Cincinnati: South-Western Publishing Co., 1960.

X. RESOURCES FOR TEACHERS, Continued

A. Books, Continued

- Douglas, Lloyd V.; Blanford, James T.; and Anderson, Ruth I. Teaching Business Subjects, 5th ed. Englewood Cliffs: Prentice-Hall, Inc., 1958.
- Eddings, Claire Neff. Secretary's Complete Model Letter Handbook. Englewood Cliffs: Prentice-Hall, Inc., 1965.
- Krevolin, Nathan. Art Typing, revised ed. New York: Pitman Publishing Corporation, 1965.
- Lamb, Marion M. Your First Year of Teaching Typewriting, 2nd ed. Cincinnati: South-Western Publishing Co., 1959.
- Robinson, Jerry W. Practices and Preferences in Teaching Typewriting. Cincinnati: South-Western Publishing Co., 1969.
- Root, Kathleen Berger and Byers, Edward E. The Medical Secretary, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1967.
- Russon, Allien R. and Wanous, S. J. Philosophy and Psychology of Teaching Typewriting, 2nd ed. Cincinnati: South-Western Publishing Co., 1972.
- West, Leonard J. Acquisition of Typewriting Skills. New York: Pitman Publishing Corp., 1969.
- White, Jane F. and Shank, Bruce C. Teaching Typewriting. Portland: J. Weston Walch, 1964.
- Young, C. G. and Barger, J. D. Learning Medical Terminology Step by Step. St. Louis: C. J. Mosby Co., 1967.

B. Periodicals

- Balance Sheet, The. Cincinnati: South-Western Publishing Co. Monthly, October through May.
- Business Education Forum. Washington, D. C.: National Business Education Association. Published monthly, October through May.
- Business Education World. New York: Gregg Division of McGraw-Hill Book Co. Five publishings each school year.
- Journal of Business Education. East Stroudsburg, Pa.: Robert C. Trethaway. Monthly, October through May.

X. RESOURCES FOR TEACHERS, Continued

B. Periodicals, Continued

Typewriting News. Cincinnati: South-Western Publishing Co.
Semi-annual.

C. Tests

Commercially prepared tests correlated with textbooks are available from most publishers.

Typewriting Speed Tests Booklet. (20 five-minute timed writings)
(40¢) New York: Gregg Division of McGraw-Hill Book Co.

Typewriting Tests. Two sets (W-1 and W-2) of 12 timed writings each (30 copies of each writing). Average syllabic intensity is 1.5—from easy to difficult. Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

Typing Production Test Booklets. (20 tests; 40¢). New York: Gregg Division of McGraw-Hill Book Company.

D. Transparencies

Gregg Typing Transparency Library (requires Flipatran viewer stage—\$7.25), Total, \$373. New York: Gregg Division of McGraw-Hill Book Co.

Transparencies. Special Applications (25 visuals), with plastic adapter and teacher's manual. Cincinnati: South-Western Publishing Co.

Typing Production (20 visuals) (for promoting efficiency and productivity) Color. Enfield's, 3M Business Systems, 4000 N. W. 30 Avenue, Miami, Florida (633-1551).

Western Publishing Educational Services, 1220 Mound Avenue, Racine, WI 53404, has an assortment of typewriting transparencies including the following:

J8-796 through J8-817—Business forms, tabulations, and manuscripts, with overlays.

E. Charts and Posters

Business Teachers Guide, Poster Visual Aids, Dept. W., P. O. Box 114, Conway, NC 03818:

Typing Do's and Duds
Typing Habits, Ugh!
Personality, gh!

Eraser Company, Inc., 701 East Washington Street, Syracuse, NY 10013, has a bulletin board chart on all types of envelopes.

X. RESOURCES FOR TEACHERS, Continued

E. Charts and Posters, Continued

Picture Posters and Wall Charts for Gregg Typing. New York:
Gregg Division of McGraw-Hill Book Co.
Combination wall chart and projection screen (\$24.50)
Letter-Style Series—6 posters (\$24.50)
Personal-Use Series—6 posters (\$24.50)

Teaching Aids Incorporated, Post Office Box 3527, Long Beach,
CA 90803.

Two-color charts:

Set No. T-1, \$20, 5 letter style charts, 25 by 38 inches;
includes folding of letter and typing of envelope

Typewriting Keyboard Chart. Cincinnati: South-Western
Publishing Co. (\$12.75)

F. Films and Filmstrips

Gregg Division of McGraw-Hill Book Co.:

Filmstrips for Gregg Typing (EDL) by Reiter and Lloyd—
Manual Typewriter: Skill Development Set, \$35
Electric Typewriter Skill Development Set, \$35

Gregg Typewriting Series

Set No. 2, set of 8 filmstrips and 4 records, \$112:
Basic Tabulation Typing, Basic Manuscript Typing,
Basic Letter Typing—Parts 1 and 2, Basic Forms
Typing, Basic Display Typing (Principles and Patterns,
Methods and Shortcuts—Parts 1 and 2).

From: School Equipment Distributors, 319 Monroe Street,
Montgomery, AL 36104.

Right ... the Typewriter. 16mm. 24 minutes, black/white,
sound. Instructional Materials Catalog, Dade County
Schools, No. 1-31383.

Right Touch. 16mm, 18 minutes, color, sound. Instructional
Materials Catalog, Dade County Schools, No. 1-13131.

Sterling Educational Films, Inc., 241 East 34 Street, New York,
NY 10016, has:

Typing Techniques (2), 16mm, 12 minutes, color, 1968.
Includes use of electric typewriter, space bar and tab
bar, setting margins, the bell, and other manipulative
parts; numbers.

X. RESOURCES FOR TEACHERS, Continued

G. Bulletin Boards

Bulletin Board Ideas—Typewriting (1961) and Bulletin Board Ideas for Business Classes, 1965 (also through 1970) Supplement. Delta Pi Epsilon, University of Northern Colorado, Greeley, Colorado. (\$1.50 each)

Dewar, Thadys J. and White, Jane F. 200 Visual Teaching Ideas, Portland: J. Weston Walch, 1961.

H. Other Aids

Artistic Typing Headquarters, 4006 Carlisle Avenue, Baltimore, Md 21216, has Typewriter Mystery Games, Art Typing, and Deal-a-Grade.

Teaching-learning aids that are available from South-Western Publishing Company and Gregg Division of McGraw-Hill Book Company:

Certificates of credit and proficiency
Award pins and charms
Progress charts
Rolls of honor

APPENDIX

EVALUATIVE INSTRUMENTS

A. Timed Writings

1. Straight copy material - 5 minute writing - maximum of one (1) error per minute. Minimum - 35 wpm.
 2. Straight copy material - 5 minute writing - correct all errors. Minimum 25 wpm.
-

B. Medical Letter

Directions: Type the letter below in modified block style, mixed punctuation. Correct all errors.

This letter is being sent by Harold D. Smith, M.D., American Board of Pediatrics, Inc., 6 Alton Road, Miami Beach, Florida 33134., to Jean Marie Hall, M.D., 217 Blackmore Building, Miami, Florida 33141.

Dear Dr. Hall/ i promised to write you more about the complications in juvenile diabetes// diabetic coma is a much more serious matter and in the days before insulin was the almost inevitable mode of death of the juvenile diabetic/ it was unusual for a diabetic child to survive longer than 2 years/ today the occurrence of diabetic coma after initial diagnosis and regulation of diabetes indicates either neglect or poor understanding of the disease/ the prevention of diabetic coma starts with the education of the patient and of his family at the very first visit/ no child should die today in diabetic coma/ success in treatment depends upon early diagnosis of acidosis prompt initiation of treatment with large doses of insulin in the first three hours and the giving of adequate amounts of fluid and electrolytes parenterally/ the dosage of insulin and the amount of fluid given is dependant upon the age and size of the child duration of diabetes and previous treatment// please let me know if i can be of further help/ sincerely yours/

C. Word Division

Directions: Double space the following word list on a full sheet of paper. Center the material vertically. Use a 50 space line and set a tab at 50. In the first column, type the word as it appears. In the second column, indicate where the word may be properly divided.

allergic
caffeine
cocaine
iodine
rabies

arthritis
cerebral
heroin
leprosy
virus

bronchial
chloroform
erysipelas
meningitis
pharmacist

EVALUATIVE INSTRUMENTS, Continued

D. Patient Identification Card

Directions: Complete the Patient Identification Card below from the following information.

Patient's name and address: Smith, Mary A., 673 S. W.
45th St., Hollywood, Florida 90044 Name of Spouse
or Parent: John E. Smith (husband) Employer's name
and address: Florida Products, Inc., 308 Catalina Ave.,
Miami, Florida 33161 Date: 6/17/71 File No.
038-95-96 Age: 25 Height: 5'3" Weight: 126
Telephone: 444-5506 Insurance: Blue Cross of Florida

PATIENT IDENTIFICATION CARD	
Patient's Name and Address	
_____	Date _____
_____	File No. _____
_____	Age _____
Name of Spouse or Parent:	Height _____
_____	Weight _____
Employer's Name and Address	Telephone _____
_____	Insurance _____
_____	_____
_____	_____

E. Typing from Dictation

If tapes are not available, the teacher may dictate the material as the student types. (Drills and reports similar to the Discharge Summary which follows may be used.)

F. Report Typing

Directions: Type the following Discharge Summary in report form. One inch bottom and side margins, two inch top margin. Type

EVALUATIVE INSTRUMENTS, Continued

F. Report Typing, Continued

the title and sub-headings in all caps. Double space the material.

DISCHARGE SUMMARY/ HISTORY OF PRESENT ILLNESS:/ This 34-year-old woman was admitted with swollen ankles. This condition has been persistent despite therapy. She said she felt tired and weak.//PHYSICAL EXAMINATION:/ Positive findings included numerous excoriated areas. The pupils were pinpoint, but reacted to light and accommodation. The heart showed the PMI outside the midclavicular line. A Grade III systolic murmur and a Grade II diastolic murmur were heard at the aortic area. The liver was palpable 5 fingerbreadths below the costal region. The extremities had bilateral pitting edema.//LABORATORY:/ Studies during this admission were as follows: June 21—chest Xray: moderate cardiomegaly; cardiothoracic ratio 18/29; there is a minimal degree of pulmonary congestion. The admitting CBS, electrolytes, alkaline phosphatase, serology, BUN, and blood sugars were within normal limits. Urinalysis was negative except for +1 albumin. An EKG revealed definite evidence of right ventricular hypertrophy and strain as well as arterial pathology. Serum protein electrophoresis was normal except for an albumin of 2.9.//HOSPITAL COURSE:/ This patient received a great deal of bedside psychotherapy and reassurance. She showed progressive improvement throughout her stay in the hospital.// DISCHARGE:/ The patient was discharged on July 17 and is to return to Outpatient Clinic in approximately two months for follow-up. Therapy at discharge included a 1400-calorie diet; 650 mg. sodium; 0.15 mg. Digitoxin q.d., except Saturday and Sunday.

G. Form Typing

Directions: Type the following information on a "Request for Medicare Payment" form. Forms are available from the Department of Health, Education, and Welfare; Social Security Administration, U. S. Government.

James M. Bright, Medicare claim number 070-31-0923A, received the peptic ulcer regime—diet, alkalies, anticholergies and sedation (H) from June 11, 1970 through June 22, 1970. His illness was a prepyloric ulcer, hypertensive ASCVD, and obesity. The doctor's charge for his visits to the patient's home totaled \$63.00. The unpaid balance is \$60.40, since the patient has paid 20 percent of the amount (\$2.60) over the first \$50.00.

The doctor's name and address are Donald Jones, M.D., 2730 Park St., Miami, Florida 33133. His telephone number is 676-2304 and his code number is 58744. He accepts the assignment to receive his fee, and he signs this form on July 23, 1970.

EVALUATIVE INSTRUMENTS, Continued

G. Form Typing, Continued

Mr. Bright's illness is not employment-related, and he is not mailing an itemized receipted bill. He wants payment to be made directly to his doctor. His address is 13185 N. E. 7th Street, Miami, Florida 33161. The telephone number is 943-6151.

Directions: Align the following information after the proper guide words.

John H. Smith of 585 First Street, Yonkers, New York
10643, is 38 years old and was born June 14, 1933.

Name

Address

Age

Date of birth

Directions: Type the following sentence on the dotted lines below. Remember to align each line. The descenders may touch or be slightly above the line.

The primary diagnosis was hypertension, and the secondary diagnosis was arteriosclerotic cardiovascular disease manifested by acute left ventricular failure.

.....
.....
.....

Directions: Type the information in the appropriate boxes.

Last Name	first	initial
Street address		
City	State	ZIP
Age	Date of Birth	

A form similar to this may be prepared by the teacher and duplicated. The students can be given information which they will use in filling out this form.

MEDICAL ABBREVIATIONS

a.c.	Before meals	ECG-EKG	Electrocardiogram
Ad lib	As Directed	EEG	Electroencephlogram
A.M.	Morning	E.R.	Emergency Room
A.H.N.	Associate Head Nurse	F.	Fahrenheit
Ax.	Axila	F.F.	Force Fluids
A	Axillary Temperature	G.I.	Gastro-Intestinal
Abd.	Abdomen	G.B.	Gall Bladder
B.I.D.	Twice a Day	GYN	Gynecology
B.M.	Bowel Movement	G.S.W.	Gun Shot Wound
B.R.	Bed Rest	H ₂ O	Water
B.E.P.	Bathroom Privileges	H.B.D.	Has Been Drinking
B.P.	Blood Pressure	H.N.	Head Nurse
$\overline{c}$	with	H.S.	Hour of Sleep (bedtime)
Ca.	Cancer	H.W.S.	Hospital Ward Secretary
C.P.R.	Complete Bed Rest	I.C.U.	Intensive Care Unit
C.S.R.	Central Supply Room	I & O	Intake and Output
c.c.	Cubic Centimeter	IM	Intramuscular
C.C.U.	Coronary Care Unit	IV	Intravenous
C.H.F.	Congestive Heart Failure	I.V.P.	Intravenous Pyelogram (Kidney Xray)
C.T.	Compensatory Time	L.P.N.	Licensed Practical Nurse
C.V.A.	Cerebral Vascular Accident (stroke)	M.A.O.	Maxium Acid Output (gastric analysis)
D.O.A.	Dead on Arrival	M.I.	Myocardial Infarction
D.L.	Dangerously Ill (Danger List)	N.P.O.	Nothing by mouth
D.C.	Discontinue	N.W.B.	No Weight Bearing

MEDICAL ABBREVIATIONS, Continued

O ₂	Oxygen	R/O	Rule Out
O.B.	Obstetrics	R.N.	Registered Nurse
O.O.B.	Out of Bed	S.O.B.	Shortness of Breath
O.P.C.	Out Patient Clinic	W.	Without
O.R.	Operating Room	S.S.E.	Soap Suds Enema
O.T.	Occupational Therapy	Stat.	Immediately
p.c.	After Meals	T.B.	Tuberculosis
P.M.	Afternoon	Tbsp.	Tablespoon
P.O.	By Mouth (oral)	T.I.D.	Three Times a Day
P.R.N.	As Necessary (when needed)	T.L.C.	Tender Loving Care
P.T.	Physiotherapy	T.P.R.	Temperature, Pulse, Respiration
Q.D.	Every Day (q.d.)	Tsp.	Teaspoon
Q.H.	Every Hour	T.W.E.	Tap Water Enema
Q.I.D.	Four Times a Day	V.D.	Veneral Disease
R.	Rectal (p.r.—per rectum)	Wt.	Weight
R _x	Prescription or Treatment	W/C	Wheelchair
RBC	Red Blood Count	WBC	White Blood Count

Abbreviation styles differ. A current trend is to omit period in capital-letter abbreviations (except for doctors' academic degrees).

SAMPLE HOSPITAL FORMS

MOUNT SINAI HOSPITAL OF GREATER MIAMI

JOB DESCRIPTION QUESTIONNAIRE (FOR USE WITH FORMS A & B) (please print or type)

DEPARTMENT HEAD: PLEASE COMPLETE THE FOLLOWING AND RETURN WITH JUSTIFICATION.

Department/Division/Section _____/Administration/_____

Request Position Change _____
Or Additional Position _____

Anticipated days off _____

Proposed Job Title _____

Proposed Pay Source _____

Anticipated Work Hours:

Will the Position be:

_____ A.M. to _____ P.M.

Permanent _____ Temporary _____

_____ P.M. to _____ A.M.

Full Time _____ Part Time _____

Current Job Title and Incumbent (if applicable) _____

Describe below, in order of importance from top to bottom, the specific duties and responsibilities of the changed position or the proposed new position. In the right column, indicate the estimated time required each week to accomplish each task. Attach an additional sheet if necessary.

Duties and Responsibilities	Estimated time

SAMPLE HOSPITAL FORMS, Continued

MOUNT SINAI HOSPITAL OF GREATER MIAMI
Please CHECK all desired items

NAME _____ ROOM _____

WEDNESDAY 17
LOW FAT

B
R
E
A
K
F
A
S
T

___ OATMEAL
___ CREAM OF WHEAT
___ GRITS

___ WHITE TOAST
___ REFINED WHEAT TOAST
___ HARD ROLL

___ ORANGE JUICE
___ PRUNE JUICE
___ GRAPEFRUIT JUICE
___ TOMATO JUICE
___ APPLE JUICE

___ STEWED PRUNES
___ GRAPEFRUIT SECTIONS
___ COLD CEREAL
___ COTTAGE CHEESE
___ JELLY

___ SKIM MILK ___ TEA ___ COFFEE
___ DECAFFEINATED COFFEE

MOUNT SINAI HOSPITAL OF GREATER MIAMI
Please CHECK all desired items

NAME _____ ROOM _____

WEDNESDAY 17
LOW FAT

L
U
N
C
H
E
O
N

___ LF CHICKEN SOUP WITH FARFEL
___ LF FRENCH MEAT LOAF . . . OR . . .
___ LF OVEN BROWNED POTATO
___ LF BRUSSELS SPROUTS
___ LF JULIENNE CARROTS

___ SHREDDED LETTUCE WITH LF DRESSING
___ CANNED FRUIT PLATE WITH 3/4 CUP
COTTAGE CHEESE
___ WHITE BREAD ___ WHOLE WHEAT BREAD
___ RYE BREAD ___ HARD ROLL ___ JELLY
___ SKIM MILK ___ TEA ___ COFFEE
___ DECAFFEINATED COFFEE
___ STRAWBERRIES

MOUNT SINAI HOSPITAL OF GREATER MIAMI
Please CHECK all desired items

NAME _____ ROOM _____

WEDNESDAY 17
LOW FAT

D
I
N
N
E
R

___ LF BAKED CHICKEN
OR
___ LF PUB STEAK
___ LF WHIPPED POTATO
___ LF STEWED TOMATO
___ LF GREEN PEAS

___ CRANBERRY JUICE
___ MIXED GREEN SALAD WITH LF DRESSING
___ APPLE SLICES
___ WHITE BREAD ___ WHOLE WHEAT BREAD
___ RYE BREAD ___ HARD ROLL ___ JELLY
___ SKIM MILK ___ TEA ___ COFFEE
___ DECAFFEINATED COFFEE

There will be a small service charge for substitutions in the main course.

SAMPLE MEDICAL INTEROFFICE MEMORANDUMS

TO: Mr. John Smith
Administrative Assistant

DATE: June 19, 1971

FROM: Mr. James Brown
Unit Manager

SUBJECT: Hospitality Kits
and Admission Kits

I would like you to consider the possibility of Environmental Services delivering the Hospitality Kits and Admission Kits to each room following the discharge cleaning. The current method is not satisfactory. The supply of kits on the floor are currently pilfered by the staff to eliminate the necessity of calling Central Supply. Frequently the Nursing Office receives calls requesting kits during the later hours due to the shortage of various items in the kits on the floor. These problems would be reduced, if not in effect stopped, if Environmental Service could place the Hospitality and Admission items in the bedside stand upon completion of their discharge cleaning. Similarly the hospital would need no longer bear the expense of packaging these items.

TO: Mr. John Smith
Administrative Assistant

DATE: June 23, 1971

FROM: Mr. James Brown
Unit Manager

SUBJECT: Food Consumption on
Nursing Units

It is respectfully requested that we begin, from the top down, enforcing the policy of no food or drink consumption on the nursing units.

This would provide for savings in losses and consumption of hospital supplies.

Nursing care will increase when lounging is not allowed on the unit.

Interdepartmental respect for the Nursing Department will be increased.

The kitchen on the floors will remain more orderly and sanitary.

TO: Mr. John Smith
Administrative Assistant

DATE: June 23, 1971

FROM: Mr. James Brown
Unit Manager

SUBJECT: Sixth Floor Inventory

The time consuming and expensive procedure of labeling beds and closets would be unwarranted on the 6th floor.

SAMPLE MEDICAL INTEROFFICE MEMORANDUMS, Continued

TO: MR. MARK STEVENS
Engineering

DATE: June 23, 1971

FROM: MR. JAMES BROWN
Unit Manager

SUBJECT: Redecoration

Please be advised that the following list of rooms have torn wallpaper, and it would be appreciated if repairs are made at your earliest convenience:

Rooms 605, 610, 623, 630, 633, 620, 619, 618, 617, and 616.

TO: Mr. John Smith
Administrative Assistant

DATE: June 23, 1971

FROM: Mr. James Brown
Unit Manager

SUBJECT: Supply Cabinets

When keys are obtained the chargeable supply cabinets will be locked during the P.M. and night shifts. This will enable us to hold a single person on each shift responsible for the supply losses. The majority of losses occur during these hours and the above procedure should, if properly enforced, reduce losses.

SAMPLE MEDICAL WORDS TEST

Spelling

Select the word that is spelled correctly and fill in the blank.

A wound made by tearing is know as a (laceration, lacaration)
_____.

Excessive weight due to accumulation of fat is known as (obesity, obescity)
_____.

A disease resulting from lung inflammation is called (pneumonia, pnuemonia)
_____.

A (tonsilectamy, tonsillectomy) _____ is the removal
of the palatine tonsils.

A general feeling of illness is known as (malaise, malize)
_____.

Matching Drills

Select the abbreviations that you feel best fits the medical term listed
below. Type the abbreviation on the line following the term.

EKG

BMR

ENT

Br

EEG

BUN

Basal metabolic rate

Bromine

Ears, Nose and Throat

Blood urea nitrogen

Electrocardiogram
